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ABSTRACT

Two hundred and fifty college and university physical education departments offering major degrees to females participated in a survey to determine the degree of uniformity between professional preparation programs. Degrees offered, types of bachelor's degrees offered, National Council for Accreditation of Teacher Education status, current enrollment, and the grade point average required for graduation were elements considered by the researchers. For the undergraduate programs, major goals of the department, certification options open to students, faculty size, number of female major students, and the grade point average needed for graduation were investigated. Variations between institutions were discovered regarding all of the factors examined. A lack of preservice training in coaching skills, officiating procedure, and advanced skill level competency requirements was apparent. (LH)

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A Profile of Female Physical Education
Students in Teacher Preparation

by

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To determine the degree of uniformity between professional preparation programs for female physical education major students in the United States, 250 departments listed as offering such programs in the January, 1974, Journal of Health, Physical Education, and Recreation (JOPER) (1) were sent questionnaires. Ninety seven public and 61 private institutions participated in this study.

The institutional information obtained from the questionnaire included: degrees offered, types of bachelor degrees offered, NCATE accreditation status, current enrollment, and grade point average needed to graduate. The undergraduate women's physical education departmental information obtained included: major goals of the department, certification options available to the students in physical education, size of faculty, average number of women major students, and the grade point average needed to graduate.

The data were examined for public and private institution uniformity and for small and large institution similarity or dissimilarity. For the purposes of this study, institutions having a current enrollment of 3,000 and under were considered to be small. Thus, in this study 62 institutions were found to be small and 96 were large institutions.

Four types of departments housing the professional preparation program for women physical education major students were found. Seventy institutions, 44 per cent, were listed under the department of physical education; 50 institutions, 32 per cent, as the department of health and physical education; 37 institutions, 23 per cent, as the department of health, physical education, and recreation; and one institution as a physical education and recreation department. When examined by public or private and small or large institutions, all categories were in agreement that the department of physical education housed the majority of programs.

The majority of the reporting institutions, 143 or 91 per cent, offered their bachelor degree program as a combined department for men and women. A master degree program was offered by 84 of the reporting institutions while 27 institutions offered a degree at the doctoral level.

The large and public institutions, 69 per cent, tended to offer a bachelor of science degree while the small and private institutions, 54 and 53 per cent respectively, awarded a bachelor of arts degree. Several institutions indicated that the physical education course of study did not contain enough pure science courses to warrant granting a science-based degree.

A four-year bachelor degree program was offered by 149 institutions. Several institutions provided variations to the four-year degree program which included the five-year program and one quarter or summer in addition to the four years.

Since the population of this study was in the area of professional preparation, it was to be expected that 100 per cent of the respondents would indicate that the preparation of teachers was one of the departmental goals. This goal was listed by 100 per cent of the participants. However, only approximately one-half of these departments (49 per cent large, 51 per cent public, 61 per cent small, and 59 per cent private) indicated coaching as a major goal. This result supported literature which noted that women were not being adequately prepared to coach and officiate.

Since an overall purpose of education has been to create a desire to further education, it appeared to be incongruous that only 55, or 34 per cent, of the reporting institutions indicated that helping students continue on to further degrees was one of their goals. A wider variety of goals was reported in large and public institutions.

NCATE accreditation had been granted to 124, or 78 per cent of the institutions in this study (80 per cent public, 75 per cent private, 77 per cent

small, and 79 per cent large). Thus, it appeared that most institutions within this study had a similar minimum level of standards for their female major students by virtue of this accreditation.

Secondary certification was offered by 100 per cent of the participating institutions. Of these institutions only one small and private institution did not provide a junior high level certification program. However, with either elementary or secondary certification, a teacher usually is certified to teach physical education at the junior high level. Elementary certification in physical education was available in 143, or 91 per cent, of the institutions (93 per cent large and public, 87 per cent small and private.) This finding indicated that more institutions were providing opportunities for specialization at the elementary level than were found in earlier literature. An all-grade certification was offered in 133, or 84 per cent, of the institutions (85 per cent large and public, 84 per cent private, and 82 per cent small). Hence, the institutions appeared to be permitting each student to develop her interest area by providing a variety of certification programs in at least 80 per cent of the institutions.

More full time men faculty members were found to be teaching at the participating institutions. (See Table I.) The only exceptions were in women only departments; however, most of these departments did report men faculty on their staff.

The mean number of major students in small and private institutions was about 34 while the mean number was approximately 125 in large and public institutions. Thus, the teacher-student ratio was approximately one to seven for large and public institutions and approximately one to four for small and private institutions. It must be noted that these statistics did not reflect the number of male students in the combined departments and might have been misleading.

The grade point average was reported to be similar for both the physical

TABLE I

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Descriptive Statistics for Continuous Items Listed on the Questionnaire
for All of the Responding Institutions That Offer Physical Education
Professional Preparation Programs for Women

Item	Number of Schools	Mean	S.D.	Min.	Range Max.	Mode
Number of Full Time Women Faculty Members						
Public	87	7.7	5.4	1.0	26.0	4.0
Private	57	3.4	3.4	1.0	20.0	2.0
Small	59	3.2	3.1	1.0	15.0	2.0
Large	85	7.9	5.4	1.0	26.0	5.0
Number of Full Time Men Faculty Members						
Public	78	9.1	6.8	1.0	32.0	6.0
Private	52	5.3	2.6	2.0	14.0	5.0
Small	53	5.5	1.2	2.0	14.0	5.0
Large	77	9.0	6.8	1.0	32.0	6.0
Number of Combined Staff Faculty Members Listed						
Public/Large	2	92.5	81.3	35.0	150.0	.0
Total Current Under- graduate Institution Enrollment						
Public	97	10,083.2	6,924.4	800.0	31,958.0	18,000.0
Private	61	3,385.0	4,284.3	560.0	22,800.0	1,200.0
Small	62	1,692.8	673.1	560.0	3,000.0	2,500.0
Large	96	11,245.8	6,422.8	3,328.0	31,958.0	18,000.0
Number of Women Major Students						
Public	95	126.9	105.9	6.0	520.0	100.0
Private	61	35.5	46.6	1.0	300.0	20.0
Small	62	34.9	47.1	1.0	340.0	20.0
Large	94	128.2	105.9	4.0	520.0	100.0

TABLE I (Continued)

Item	Number of Schools	Mean	S.D.	Range		Mode
				Min.	Max.	
Total Institution Required GPA						
Public	92	2.0	0.1	1.5	2.9	2.0
Private	56	2.0	0.2	1.3	2.5	2.0
Small	56	2.0	0.2	1.3	2.5	2.0
Large	93	2.0	0.2	1.3	2.9	2.0
Physical Education Department Required GPA						
Public	92	2.2	0.3	1.5	3.2	2.0
Private	54	2.1	0.3	1.3	3.0	2.0
Small	55	2.1	0.3	1.3	3.0	2.0
Large	91	2.2	0.3	1.3	3.2	2.0
Teacher Education Required GPA						
Public	15	2.5	0.2	2.2	2.8	2.5
Private	7	2.5	0.2	2.2	2.6	2.5
Small	6	2.5	0.2	2.2	2.8	2.5
Large	16	2.4	0.2	2.2	2.8	2.5

education department and the total institution, the mode being a two point average on a four point scale. A higher teacher education grade point average requirement with a mode of 2.5 was indicated by 22 institutions. However, the latter may not have been a reliable statistic since this information was volunteered and was not asked for specifically in the questionnaire.

Summary: Diversity existed in the curriculum requirements for the female physical education major student. The range of experiences was dependent upon the types of institutions; large and public institutions tended to have more variety in courses offered in physical education. A trend toward individualized programing was found through student selection of courses within a general requirement with a minimum core or foundation provided for most major students. The female physical education major student ^fappeared to be lacking in coaching, officiating, and advanced level skill competency course requirements.

- (1) HPER Directory of Professional Preparation Institutions. Journal of Health, Physical Education, and Recreation, 45:35, January, 1974.